

DOCUMENT RESUME

ED 036 849

CG 005 098

AUTHOR Sherman, Robert
TITLE Director's Report: Advanced Training Institute in the Guidance and Counseling of Disadvantaged Youth in Secondary Schools and Colleges; July 1, 1969, to August 12, 1969.
INSTITUTION City Univ. of New York, N.Y. Queens Coll.
PUB DATE 12 Aug 69
NOTE 47p.
EDRS PRICE EDRS Price MF-\$0.25 HC-\$2.45
DESCRIPTORS *Counseling Effectiveness, *Counselor Functions, Counselors, *Counselor Training, *Disadvantaged Youth, Practicums, *Professional Training, Pupil Personnel Services, Student Personnel Services, Students

ABSTRACT

A six weeks training program was conducted for counselors, psychologists, and social workers to improve their understanding of the disadvantaged, their counseling skills, their information of college admissions, and their ability to identify and utilize positive forces in the environment. Two courses were held: advanced counseling theory and practice and the problems, characteristics, and resources of the disadvantaged. Also conducted were related field trips, a supervised practicum in counseling the disadvantaged, a college admissions workshop for a disadvantaged community and a seminar to integrate the above experiences. While the courses and seminar were team taught, the practicum provided small group discussion. Also included were sensitivity training and video taped counseling sessions. One hundred disadvantaged youths were counseled as part of the study. The greatest impact and effectiveness in behavior change of the participants resulted from the sensitivity sessions and a two-day marathon encounter session. (Author/MC)

ED036849

DIRECTOR'S REPORT:

**ADVANCED TRAINING INSTITUTE IN THE GUIDANCE AND COUNSELING OF DISADVANTAGED
YOUTH IN SECONDARY SCHOOLS AND COLLEGES**

JULY 1, 1969 to AUGUST 12, 1969

DIRECTOR: ROBERT SHERMAN, ASSISTANT PROFESSOR

QUEENS COLLEGE

of The City University of New York

Flushing, New York

CG005098

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

Table of Contents

Acknowledgements	iii
Abstract	v
I Introduction	1
II Operation of the Program	1
1. Planning	1
2. Participants	3
3. Staff	4
4. Orientation Program	8
5. Program Operation and Evaluation	9
6. Evaluation and Follow-Up Procedures	15
III Conclusions	15
1. Major Accomplishments	18
2. Future Plans of Enrollees	24
3. Significant Influences Rated by Enrollees	25
4. Major Strengths	26
5. Major Weaknesses	28
6. Innovations	28
7. Recommendations for Future Programs	30
8. Summary	31
IV Appendices	35
1. Enrollee Roster and Addresses	36
2. Evaluation forms and Tabulations	39
3. Guidesheets and Course Materials	61

4. Bibliographies	89
5. List of Enrollee Needs	102
6. Brochure, Letters to Applicants, Enrollees, Counselees, and Parents	106
7. Schedules	122
8. Publicity	125
9. Statistical Data On Institute	128

Acknowledgement

Many thanks are due to all those individuals whose efforts contributed to the successful implementation of the institute program and, indeed, made the program possible.

I Queens College Administrative Staff Members

Dean Robert W. Hartle, Dean of Faculty

Dean Glenn W. Howard, Dean of Administration

Dean Jack D. Roberts, Dean of Teacher Education

Dean David H. Krinsley, Associate Dean of Faculty

Dean George B. Spitz, Jr., Associate Dean of Administration

Dr. Lester Schwartz, Co-ordinator, Graduate Program of Guidance and School Counseling

Mr. Valeriano Gutierrez, Grants Accounting

Mr. Thomas G. Ford, Manager of Information Services

Mr. Joseph Coaxum, Co-ordinator of Urban Affairs

Miss Ruth Kelly, Executive Assistant to The Dean of Faculty

II Institute Staff Members

Dr. Howard J. Norris, Assistant Professor of Education, Queens College

Dr. Julius Rosen, Assistant Professor, City College

Professor Agnes Louard, Assistant Professor, Columbia University School of Social Work

Mrs. Jeanette Godner, M.A., Administrative Assistant

Mrs. Suzanne M. Nelson, Institute Secretary

Mrs. Florence Kishinsky, College Secretary, Graduate Program of Guidance and School Counseling

III Personnel in Co-operating Community Agencies

Mrs. Cecelia Michael, Supervisor of Guidance, District 28, Queens, New York City

Mr. Hugh McDougall, Superintendent, District 28, Queens, New York City

Mr. Nathaniel Morgan, Title I Co-ordinator, District 28, Queens, New York City

Miss Evelyn Jones, Title I Director P.S. 40, District 28, Queens, New York City

Mr. Gibson, Principal, P.S. 40, District 28, New York City, Summer Program

Mr. Glenn Knight, Director, Neighborhood Youth Corps, Union Methodist Church, Jamaica, New York

Mrs. Sylvia Clark, Program Director, Neighborhood Youth Corps, Union Methodist Church, Jamaica, New York

Miss Helen Lazaridies, Program Director, Neighborhood Youth Corps Program, First Presbyterian Church, Jamaica, New York

Mr. Theodore Weiner, Program Director, Neighborhood Youth Corps Program, Brooks Memorial Church, Jamaica, New York

IV Consultants

Dr. Donald Clark, Associate Professor and Director of the Educational Clinic at Hunter College, New York, New York

Dr. Al Haimson, Clinical Psychologist, Palo Alto, California

Mr. Charles King, Director of Community Development at Lincoln Hospital, Bronx, New York

Dr. Robert Lincoln, Director of the College Assistance Center, New York, New York

Dr. Joseph Wolpe, Professor of Psychiatry, Eastern Pennsylvania Psychiatric Institute, Philadelphia, Pennsylvania

Mr. Victor Solomon, National Vice President of C.O.R.E., Chairman of Harlem Core, New York, New York

Mrs. Kirk, Union Settlement, Harlem, New York

Mr. Andrew Casazza, Huntington Youth Board, Huntington, New York

Mrs. Allen, Director of Educational Programs, Youth In Action, Brooklyn,
New York

Mr. Austin Pilgrim, Director, Brooklyn Urban League, Brooklyn, New York

Dr. Irving Slade, Director of Admissions of the City University of New York

Mr. Alan S. Gould, Community Services Co-ordinator, North East Region,
Bureau Of Labor Statistics, New York, New York

Mr. William Spearman, Director of Research, United Negro College Fund

Mr. Carl Fields, Jr., National Scholarship Service and Fund for Negro
Students

Mrs. Marianne S. Daal, Director-Editor, Office of Resource Information,
Manpower and Career Development Agency, New York City

V Audio-Visual Technical Assistants

Mr. Michael Muscio, College Science Assistant - B

Mr. Steven Dorfman, College Science Assistant - A

VI Student Aides

Barry Eisenberg

Hani Michlin

Louane Virgilio

Jimmy Ambrose

Robert Sherman,
Director

ABSTRACT

Type of Grant - Operating, Renewal of E.P.D.A. Institute

- A. Institution: Queens College of The City University of New York
- B. Title: Disadvantaged Youth: College Prospects, An Advanced Training Institute for Counseling with Disadvantaged Youth.
- C. Director: Dr. Robert Sherman
- D. Period covered by the Training Program: July 1 - August 12, 1969 (6 weeks)

The program was designed to meet the need for specially trained personnel workers, such as counselors, psychologists and social workers, to staff the increasing number of projects and activities that encourage the college education of disadvantaged youth, particularly in the urban areas of the Northeast. These projects emphasized guidance services. Personnel need to improve their understanding of the disadvantaged, skills in counseling, knowledge of college admissions information, and ability to identify and utilize positive forces in the environment. To meet the needs, the Institute offered course work in Advanced Counseling Theory and Practice and the Problems, Characteristics, and Resources of the Disadvantaged. The counseling course stressed the more recent active counseling theories. The second course focused more on strengths and resources than on weaknesses and negative effects. In addition there was supervised practicum in counseling disadvantaged youth; field trips to disadvantaged communities, community agencies and special projects; a college admissions workshop for a disadvantaged community to help gain college admission; and an integrative seminar to bring together theory, practice, and all institute experiences. The two courses and seminar were team taught by the total staff while the practicum provided for small group discussion and individual supervision. Sensitivity training was an important and continuing part of the process with emphasis on helping enrollees work through their own insidious attitudes toward the disadvantaged and to see how they come across to other people in their professional activities. Selected counseling sessions for each participant were video-taped. The multi-disciplinary nature of the participants and staff provided for rich cross-fertilization of ideas and methods. Direct service was provided to 100 disadvantaged youths in the form of professional counseling. The project included active co-operation of federally funded projects in local and community agencies such as Neighborhood Youth Corps and New York City Public Schools Title I Program. Disadvantaged students were selected for counseling from a combination of the above institutions. The institute was the second phase in the creation of new training models that are being adapted in the reorganization of the regular training program for counselors at Queens College. The program was characterized by deep interpersonal relationships among participants. The sensitivity sessions and an opening 2-day marathon encounter session seemed to have the greatest impact on the participants and the greatest effectiveness in behavior change.

I. Introduction:

The program was designed to improve the performance of professional personnel workers in secondary schools and colleges who are concerned with and involved in encouraging higher educational attainment of disadvantaged youth. The specialists included Deans, Counselors, Social Workers, and Administrators in charge of guidance. The major objectives set for the enrollees were to improve their understanding of disadvantaged youths and communities, increase their professional skills in counseling and personnel services, become aware of the effects of their own attitudes and behavior on others and increase their ability to use themselves as resource persons and as agents of constructive change in their own institutions. It is the belief of our staff and enrollees that the major objectives were successfully met by the program. To achieve the objectives, the Institute was organized around two courses offered for six graduate credits: Advanced Counseling, Theory, & Practice and The Problems, Characteristics, and Resources of The Disadvantaged.

A major purpose of the project was to devise and test out new training models for the preparation of urban personnel specialists to work with disadvantaged youth. We believe that the model developed is highly effective.

II. Operation of the Program:

1. Planning:

Eight pre-planning meetings were held by the staff during the winter and spring of 1969. We hammered out a common philosophy, curriculum content, and all major decisions relative to implementation of the program. The resulting program was therefore a joint effort of the staff which functioned extremely well as a team.

Consultation with many college departments yielded excellent co-operation. The Editorial Services Department, Public Relations, The Department of Education, The Guidance and School Counseling Program, The Psychological Foundations Division, The Dean of Faculty, The Dean of Administration, and the Grants Office contributed assistance, advice, and staff members. The results were good facilities, excellent staff and efficient fiscal policy and a program which was well accepted by the college. The Education Department and Psychology Division will be looking at the program as a prototype model. The Audio-Visual Department provided technical assistance and much equipment including an expensive remote-control video tape system on continuous loan to the program. They also repaired our rental equipment and provided personnel on continuous call for our use so we could employ multi-media methods. As a consequence, many good video tapes are now available for research and training. Enrollees and counselees were able to observe their own behavior and not merely hear about it. The Registrar's office permitted special procedures for ease of registering the enrollees. The cooperation of many college departments was a major strength of the program.

Consultations were also held with many other funded projects in agencies, public schools, and colleges in the planning of the field work and practicum activities. The results were commitments of cooperation from several of these agencies and a decision was made to work exclusively with a Neighborhood Youth Corps program and a public school Title I Project in the South Queens Ghetto area. Letters describing the program were sent to each cooperating counselee and each parent. An orientation program was planned with agency staffs and their youths who would be counseled. However, late funding of the Neighborhood Youth Corps Projects delayed their start and their staffing so that the carefully planned orientations were carried out only in minimal ways. The lack of the planned orientation slowed up the

process of integrating the enrollees and the agency staff members so that only in the last week were some significant coordinated approaches being made by the two groups in working with the youths.

A major difficulty in planning was the late notification of award of the grant which caused considerable pressure in arranging for staff time, space, and the entire selection process. Much of the work in mounting the program must be done before the Director is officially on the job. This is a real hardship. Severe budget cuts also necessitated sharp review of plans and reduction of staff after tentative commitments had been made.

Availability of a competent administrative assistant, secretary, and telephone were essential elements in the success of the planning stage. Assignments, reading lists, and guidesheets were sent to each enrollee prior to the beginning of the Institute session. As a result, the enrollees came prepared with common readings and completion of assignments vital to the content and style of the program. It also directly increased the relevance of the program to the enrollees and their institutions. It would have been helpful to identify enrollees even earlier for this purpose. Each enrollee was also asked to submit a statement of his professional needs which he hoped he could meet in the program, which was revised to accommodate these needs. The planning process was thorough and effective.

2. Participants:

There were over 1100 application requests and more than 300 actual applicants from all over the United States and several countries (The Philippines, Vietnam, Germany, Norway, Spain, Virgin Islands, etc.) The publicity was effective. In spite of special recruitment efforts, the proportion of social workers and psychologists applying was small in comparison to secondary school counselors.

Applications were also encouraged by entire pupil personnel teams each from a given institution. Few teams actually applied and these usually included two counselors, rather than an interdisciplinary group. The idea of recruiting teams is sound in order to increase the probability of implementing new programs and procedures in the home institution. The team members can plan jointly and mutually reinforce their individual efforts. If earlier announcements were made of grant awards, it might permit more vigorous recruitment in this area.

Selection criteria and procedures were good and an excellent group of enrollees was obtained. Opportunity to interview the most promising candidates would have perhaps permitted still more refined decisions and also assisted in planning earlier for the needs of specific individuals on the affective level. The large pool of applicants permitted us to select almost the exact mix of enrollees that was planned. Of the 24, one-half were from the New York Metropolitan area, 6 from the Northeast area, and 6 from the rest of the country. Approximately half were males and half females, nine blacks, two Spanish speaking, and thirteen whites. There was a wide distribution of ages. There were college personnel workers, social workers, high school and Jr. High school counselors, one elementary counselor and four school administrators in charge of guidance. The mix permitted people from different disciplinary and school levels to work together with the same kids and discuss the same observations, experiences, and problems. They learned how to relate to each other, appreciate one another, and complement each other's skills. Respect for and understanding of colleagues who are in some ways different from one another was greatly increased. The geographic mixture provided many new perspectives for all. The diversity of enrollees was highly rated by the enrollees and staff as an outstanding strength of the program.

3. Staff:

By design, only full-time faculty were employed. This was very effective because of their total availability all day every day and their total commitment to the program, the students and one another.

Students and staff members developed very close, personal relationships. Staff were rated by enrollees as having a high degree of personal influence upon them as well as being very effective instructors. All staff members came from New York City institutions. Dr. Robert Sherman and Dr. Howard Norris were members of the regular Queens College faculty. Dr. Julius Rosen^{WAS} from City College of The City University of New York. Professor Agnes Louard came from Columbia University. All but Professor Louard had previous institute teaching experience. We met through the winter and spring to get as a staff. One criterion for employment was availability for the eight preplanning meetings. This was a distinct strength as the enrollees saw a concrete demonstration of a multi-disciplinary staff with different backgrounds and opinions from different institutions work effectively together as a team. We can support each other in the changes we plan for the regular programs of our respective institutions because of our friendship, working relationships, and geographic proximity. Proposals have already been prepared for the radical change of three college curricula in which our staff are involved.

In addition to the eight preplanning meetings, each staff member received copies of the current proposal, the previous year's Plan of Operation and Final Technical report, and the follow-up evaluation of the previous program completed in the spring while the meetings were in ~~the~~ process. The staff was fully oriented to the institute program and objectives because in the final analysis they planned it based upon all available information and their own concerns and conceptualizations.

The ratio of staff to enrollees was crucial to the design of the program including much individual attention and work in a series of small groups. The load in practicum of 8 students to each instructor was too high for close supervision in a short term program. 4 to 6 would be a preferable number.

Because the staff were all college people, invited consultants were basically outstanding practitioners. Mr. Charles King, Director of Community Development at Lincoln Hospital in N.Y. spent two days with us discussing and demonstrating family group counseling with slum families. One day he came to the college and one day constituted a field visit to Lincoln Hospital where the practices of the entire community development team could be observed. Mr. King's knowledgeability, skill, sensitivity, perceptiveness, and personal magnetism had an enormous impact on the enrollees who rated his contributions as "excellent".

Dr. Joseph Wolpe, Professor of Psychiatry, Eastern Pennsylvania Psychiatric Institute, spent a day carefully describing and demonstrating his theory of Behavioral Therapy as a means of reducing fear and improving the effectiveness of an individual's behavior. He introduced to us another way of dealing with students based upon empirical methods. However, most of the enrollees felt they could not use his methods without some additional training. Wolpe's contribution was rated as "good".

Dr. Robert Lincoln, Director of The College Admissions Assistance Center in New York was asked to report on the college admissions picture for Disadvantaged Youth. He conducted a special national survey of college presidents to prepare for his presentation. He indicated key research studies and distributed a lengthy bibliography compiled for the purpose. He also brought along Mrs. Eilene Bertsch, Director of a special program at Marymount College for disadvantaged youth. She described the behind-the-scenes struggle to implement the program and the process of dealing with problems and militancy of the youths involved. She became a model for our enrollees to have the courage to work for changes in their own institutions.

Mr. Victor Solomon, National Vice-President of C.O.R.E. talked about the Black Community and outlined a detailed plan for an independent Black educational system in Harlem. The presentation stimulated much thought and controversy and forced people to rethink the relationships between their own institutions and their school communities. Mr. Solomon's contribution was rated as "excellent to good". Several field trips were made to community organizations and the members of their staffs gave liberally of their time and skill giving the enrollees a keen appreciation of the problems, plans, and accomplishments of community programs serving disadvantaged youth. Special contributions were made by Mrs. Kirk of Union Settlement in Harlem, Mr. Andrew Casazza of the Huntington Youth Board, and Mrs. Allen, Co-ordinat^{or}/of Youth in Action.

Two trainers were engaged to conduct a two-day marathon encounter group: Dr. Donald Clark, Associate Professor and Director of The Education Clinic at Hunter College, and Dr. Al Haimson, a Clinical Psychologist from Palo Alto, California. They did a magnificent job bringing about group cohesion. They demonstrated many encounter techniques and began the process in depth of sensitizing the participants to their own behavior attitudes and feelings. This session was probably the highpoint of the Institute and was rated as "excellent" by the enrollees.

A volunteer panel on college admissions and careers conducted a college night program for the South Queens Community, all funded special programs in the area, our own counselees, and their parents. Dr. Irving Slade, Director of Admissions of The City University of New York; Mr. Alan S. Gould, Community Services Coordinator Northeast Region, Bureau of Labor Statistics; Mr. William Spearman, Director of Research, United Negro College Fund; Mr. Carl Fields, Jr., National Scholarship Service and Fund for Negro Students; and Mrs. Marianne S. Dahl, Director-Editor Office of Resource Information, Manpower Career and Development Agency, New York City, were presenters.

They offered a great deal of practical information on the college admissions picture, financial aid opportunities in Negro colleges, opportunities in technical and business schools, and career trends. The panelists and audience engaged in a warm discussion. Feedback from the audience indicated much satisfaction with the program. Everyone stayed about an hour after its scheduled termination. Each consultant and volunteer added an important new dimension to the program.

4. Orientation Program:

Orientation of staff has already been described in the section on staff above in terms of materials distributed and intensive pre-planning meetings held. The Director and staff met almost every day during the session to discuss what was going on and to revise plans. Also, the entire staff and director team taught together each day and so were in constant communication. The staff members became close friends.

As described in the section on planning above, students received materials and assignments along with their letters of acceptance. They also received maps of the College, New York City, The Subway System, housing information, names and addresses of all enrollees at home before arriving, and local addresses after arrival. The program's emphasis on encounter and sensitivity experiences was made clear and as a condition of acceptance each person was asked to signify his agreement to engage in a two-day marathon encounter group during the first week of the Institute at his own expense.

The first day of operation included an orientation session to sketch out requirements and make group assignments. The Dean of Teacher Education welcomed the group to the College, stated the theme of the program and indicated the College's interest in the Institute.

Close contact and dialogue was also greatly encouraged by many social contacts and events sponsored both by individual participants and The Social Committee organized by the enrollees. Many Institute objectives were further accomplished in the dyads and group discussions which took place on social occasions.

A major problem that we faced was how to quickly build group cohesion and dialogue in a short term program with commuting students. One answer was a marathon encounter group the second and third day of the program in a lovely secluded conference center. In terms of intensity this was the high point of the Institute and brought all persons into intimate contact with one another.

5. Program Operation and Evaluation:

The program consisted of a number of important integrated components: 1) Team-taught courses in Advanced Counseling Theory and Methodolgy and The Problems and Resources of Disadvantaged Youth, 2) Supervised field work and co-counseling with groups of disadvantaged youth (2 counselors in each group), 3) Field trips to community agencies and poverty projects, 4) Demonstrations of counseling methodologies and agency programs by staff and consultants, 5) Special interest groups to pursue individual projects or topic areas, 6) Sensitivity and encounter groups 7) A college and career workshop for the counselees and community, 8) and an integrative seminar.

The Institute began with a two-day marathon encounter session in a residential setting with two invited leaders so that the staff could participate with the enrollees. The purposes were to build group cohesion, to help enrollees deal as colleagues with authority figures in educational institutions, to become aware of our own prejudices and racial attitudes and how we are perceived by others, to get more in touch with our own feelings and bodies, and to become more free to use our own potentialities. These activities and objectives were continued in sensitivity and encounter sessions throughout the program and

had a great impact upon the participants.

The marathon was a peak experience of enormous intensity which immediately converted diverse persons from all over the country into a close knit family-type group. Relationships established, as in a healthy family, included conflict, confrontation, and differences of opinion as well as love, respect, and the closeness of shared emotional experiences. It was this pattern of relationship which constituted the primary vehicle for individual behavior change throughout the institute. Participants felt quite free to confront staff members as well as peers and the result was a genuine community of scholars searching together for growth and greater effectiveness. If this is what education is ideally all about, then it was achieved to a high degree in this institute.

Most of the participants came with considerable experience in working and counseling with disadvantaged youth. Our goal was to introduce new points of view, new methodologies, fresh approaches to identifying and developing available resources in the school and community. Their counseling and prior training experiences were discovered to be more with individuals than with groups. Therefore, the program concentrated on group experiences.

The sensitivity, encounter, and practicum groups in which the enrollees participated were rich in demonstrations of group techniques and group process as ways of changing behavior. Emphasis was on active interaction rather than an analysis of symbolic behavior. Much use was made of non-verbal experiences as examples of what can be done with disadvantaged youth who at times tend to be less verbal and more concrete in their behavior styles in school situations than middle class youth. Staff and consultants served as rotating group leaders each helping enrollees to observe and experience many different personal problems and blocks to self fulfillment and personal effectiveness and to deal with these problems. By staff and peer observation and self-report, it is clear that a great deal of personal behavior change and change in feelings about oneself occurred for most institute participants over the 6 week session.

Each person also tried out many of the techniques in their own field work group counseling sessions with disadvantaged youth.

The participants counseled together in pairs so that they could learn from one another and observe each other. They could also explore the possibilities of multiple leadership in producing behavior change. For example, some of the pairs constituted black-white or male-female combinations which facilitated exploration of racial issues in the former combination and family relationships in the latter. In all pairs some youngsters found it easier to relate to or identify with one of the counselors than the other. Counselors found they had different strengths and could complement each other in dealing with different situations. There were also a few instances of conflict between counselors who had to work through these conflicts and really learn how to function together effectively as a team. Co-counseling as a training device was evaluated by the staff and enrollees as a major strength of the institute.

All sessions were audio-taped and selected sessions were video-taped for analysis of what happened in each session. The purposes were: 1) to help the counselor better understand the youths, 2) better understand the interactions within the group, 3) see how they were functioning and coming across to the youths, and 4) to get into touch with the attitudes and feelings they were experiencing in counseling and their effects upon the counseling situation. First the pairs reviewed the tapes. Then the sessions were reviewed in practicum supervisory groups where attitudes, the youths, and methods were discussed.

The effectiveness of the practicum and counseling experiences were rated as excellent in development of learning about self, openness to try new procedures, increase of self-confidence in working with black youths, evaluation of own job, developing program plans for the future, new ideas, new understanding about others, insight about self, changes in self, ability to consult with colleagues and increased self-confidence.

The ratings are born out by the changes observed in

the counseling sessions and plans submitted for future job operation. Not one counselee withdrew. Each counseling session seemed to achieve greater depth. The counselees in the few groups where it was measured wished to continue.

As an instructional model, the use of videotapes and the opportunity to counsel with disadvantaged youth in a non-school setting were rated as excellent.

An attempt was made to provide continuity for the counselees by preparing reports and recommendations on each which were sent to their regular school counselors and which were available in the schools on opening day of the school term.

Field visits were made to observe the community development team at Lincoln Hospital located in a ghetto area to discover the problems and resources available and to see how community resources can be both tapped and created. Trips were also made to a number of other community agencies to determine what is going on in the communities and how community agencies are serving in ghetto areas. These experiences were rated as "good" to excellent" as sources of improving understanding and job effectiveness. Certainly the experiences are reflected in the future plans of operation proposed by the participants for their own schools. They saw some things to be avoided and new ideas to be tried.

Four assignments were made to integrate the institute experience with the job operation of each enrollee. Immediately after selection enrollees were asked to write a descriptive evaluation of their institutional program and job operation for disadvantaged youth. They were asked to do an analysis of their own institution as a social system. They were asked to become familiar with the communities feeding the school, the organizations, resources, and power structures^{AND} feelings of the people. A guidesheet for implementation of each of these assignments was sent out with the orientation materials.

The enrollees were also sent a short bibliography of key readings upon acceptance and asked to come in with some common basic information on the content of the institute based upon the readings selected as crucial by each staff member. The purposes of the pre-institute assignments were to be sure the people who came had the information needed about their own job operations and environment to use the institute experience directly and practically to improve their own effectiveness and introduce new activities. Toward this end, the major assignment of the institute session was to evaluate their job operation and to develop plans for the improvement and implementation of services to able disadvantaged youth. An entire day of class was devoted to examination of these plans and suggestions for implementation. Instructors also examined and evaluated the plans and made recommendations in writing to each enrollee. The plans incorporated many ideas that were novel to the given institution and some ideas were highly innovative. A list of some ideas are presented below in the "Conclusions" section of this report. A brief summary of planned changes is also included in this section.

The two courses and seminar were team taught by the entire institute faculty. Each person accepted special responsibilities for planning and leading a given class session after its purpose and content was sketched out in a staff meeting. However, all staff members participated actively in all sessions. Since each possessed different areas of expertise and points-of-view, each person's contributions complemented the others, and occasionally led to warm disagreements.

The Institute utilized experienced counselors and staff to provide direct services to the community. The Neighborhood Youth Corps summer program with which we cooperated was able to provide counseling services to more youngsters than its own complement of counselors would have permitted. The Title I summer project with which we cooperated would have had no counseling services. All of the four agency directors expressed their satisfaction with the counseling services and indicated they would be willing to undertake such arrangements again. The building of

cooperative projects between Queens College programs, community agencies, and public schools is encouraged by the college administration and desired by the community. We hope to continue the links already established as part of the internship and practicum activities of our regular training program in Guidance and School Counseling.

6. Evaluation Procedures.

Evaluation was conducted through appraisal of student papers, analysis of audio and video tape recordings of counseling sessions, supervisor observations, counselee retention and satisfaction, ongoing enrollee and staff appraisals, completion of formal evaluation questionnaires, and analysis of specific plans for future action formulated by enrollees.

Sensitivity and encounter sessions provided constant evaluation by the group of each member's behavior and the changes taking place in his behavior.

Enrollees submitted reports on each counselee for the use of regular school counselors during the following school term. These reports indicated the ability of the enrollees to understand and crystallize the behavior of the disadvantaged youths they worked with, and to make constructive recommendations. The reports show that in the short-term group counseling process, the counselors got to know some of the youths better than others and therefore, greater attention to skills in getting to know all group members would seem desirable.

One institute objective was to help enrollees begin to think more often in terms of the strengths and positive qualities of disadvantaged youth. The reports, discussions of counseling sessions, and counselor responses within the sessions indicate frequent attention to the positive as well as the weakness to be overcome.

Agency Project Directors were asked to evaluate the field work practices of the institute conducted in their agencies. The Directors reported

that the counselors had developed good relationships with the youths because the youths were eager to attend the sessions and seemed to trust the counselors. They also felt that the youths had been encouraged to think about themselves and their future. One agency reported that the youths were helped to become more verbal and work on their communication skills. They were so anxious to continue their counseling that they voted to cancel a planned trip rather than miss their regular counseling session. All Project Directors felt that orientation and earlier scheduling and contact between counselors and project staff members needed to be improved. These problems were created in large measure by the last minute funding and staffing of the cooperating projects.

Enrollees and staff continuously evaluated institute experiences in their class sessions, regular meetings, and in social gatherings.

Each enrollee evaluated his present job operation and prepared a plan for immediate implementation in his school which would improve or introduce new services for disadvantaged youth. Many of the items included in class discussion, readings, and field work experiences, as well as some novel ideas of their own were included in the evaluations and future plans. Informationally, the major outcomes of the institute were attained in terms of their inclusion in the final papers. The plans were discussed in class and some of the enrollees expressed pessimism in being able to implement their ideas. Assistance was given to each to help him work out the means whereby the plans could become realities. The results will have to await the follow-up evaluation to be conducted in December, 1969.

Each enrollee and staff member completed an extensive questionnaire evaluating institute experiences and outcomes. The evaluations were for the most part extremely positive. Most ratings were "Excellent" or "Good". Tabulations of the questionnaire are included in Appendix. The Practicum component of the institute seems to have been regarded as the most consistently excellent and valuable part of the program. One field trip to a community agency seemed to have had the least value.

A major purpose of the program was to produce behavior change within each enrollee so that he could use himself more effectively as a professional personnel specialist in his institution. The feedback given by enrollees to one another, staff observation, and self-report on the evaluation questionnaire all indicate that this objective was accomplished to a high degree. Sample comments are reproduced below in the Conclusions section. The Director has also received letters and telephone calls from individual enrollees since the termination of the summer session expressing appreciation for the changes which they feel have taken place within themselves.

A follow-up questionnaire will be administered to all participants in December, 1969 to assess the changes that have persisted in people, behavior, and the implementation and effectiveness of the plans formulated by each enrollee for his own institution.

The institute staff is also in the process of organizing a follow-up workshop to reinforce the learning of the institute session and to further assist the enrollees in the implementation of changes in their institution.

Evaluation of behavior changes which have taken place will be a major aspect of the workshop.

III. Conclusions.

1. Major Accomplishments.

A. The major accomplishment of the program was the Institute itself as a model teaching-learning situation in a traditional school environment. The program really involved and challenged both the students and the staff members and stimulated considerable interest among others in the college environment. The effectiveness of the model as a teaching-learning design is in part attested to by the following typical comments of the participants:

"It was the greatest educational experience I have ever had."

"It has been the most stimulating and satisfying educational experience I have ever had."

"For the first time in my entire academic life did I wholeheartedly allow myself to accept teaching; the staff helped me on the road to intellectual freedom."

"It was the most meaningful learning experience I have had the opportunity to receive."

"This is an experience that all counselors should have."

"This has been an educational experience that I did not think was possible; it was an opportunity to set my own goals relative to what applies specifically to my job."

"The instructors put themselves on the line and renewed my faith in what a university can offer that is related to my own work operations."

"It was tremendous, I have an awareness of myself that I have not felt for a long, long time, if ever."

"I will never be the same; I will be able to reach out to other people more easily."

"I felt the institute has been the most vital learning process I have experienced and probably will ever experience."

"The impact has been powerful spiritually, emotionally, socially, and intellectually."

"The institute provided a total approach to a real learning situation... without hesitation, no course or group of courses ever approached the value of the institute."

"The enthusiasm I felt is bound to rub off on my colleagues."

"I felt that so much was going on during the day, that I had to relive the experiences each evening."

Therefore, the ingredients which stimulate learning were demonstrated with a high degree of effectiveness and serve as an example for reconceptualizing the learning environment in other college programs and in the public schools. The way that the program worked and was carried on in a traditional educational institution proved that the underlying principles and techniques are practicable and workable and give courage to all of the participants that they, too, can positively effect the learning environment in their own institution by applying some of the same principles and methods.

B. The model demonstrated that position and role are not the sole determinants of human relationships. We functioned as an interracial, heterosexual, multi-disciplinary staff and student group in a community of differences. Although we were different and worked very hard together, most people grew to like each other, to laugh and play together, and to come close even to those persons who individually we liked less well than others in the group. We see this quality of practiced interpersonal effectiveness with people who occupy different roles as one of the most useful outcomes of the institute. It is the essence of an exciting learning environment and the opposite of the hostility and ineffective

interpersonal relationships observed in so many schools.

C. Each person was enabled to know himself better, to understand others better, and to learn to behave more effectively towards others. The program included many activities to produce honesty about self and others; increased ability to accept and like each other; increased ability to observe, listen, and empathize with others; increased awareness of our own feelings in each situation; increased ability to assert ourselves in relation to others, to use one another as resource persons, and to feel comfortable in serving as a resource person. Enrollees were freed to be more flexible, creative, and initiative in their own activities and to be more responsible for themselves and less dependent upon structured authority for direction and control. They recognize that authority figures are also people who can be approached and worked with.

The students also learned many communication skills and techniques by which they can help others to improve interpersonal effectiveness and to communicate more effectively themselves.

Some examples of enrollee comments of the changes which took place within themselves are:

"The experiment has made me more honest with my own feelings toward fellow professionals. I don't feel I have to hold back as I had in the past."

"...Enabled me to handle the most frightening and painful experience of my life."

"Blacks have become real people for me."

"I view the disadvantaged and other counselees as individuals, not as stereotypes."

"I am resolved to change the shortcomings of myself which I have discovered."

"I don't have to be perfect, nor do others."

"I will be less maternal in my counseling."

"It took me apart and it put me together again a more thinking person."

"I now need less structure from others."

"I have learned to be entirely with one person at one time - to tune in exclusively...counseling and listening will not mean being merely quiet and receptive, but giving of myself."

"The institute has given me a feeling of self importance and has opened new horizons for me as a person and for me as a professional person."

"I feel I am less likely to see people in one big bag and I see disadvantaged students as wanting the same things from life as middle class people."

"I had little interest in really looking at the students being served. I concentrated on giving information; I will now begin to look at them as people."

"I have learned to be less afraid and I plan on trying new ideas."

"I have become more aware of cultural rules that govern behavior."

"It is not enough to do things for others, one must do things for himself so that one can be free to extend himself to others."

"I can speak more directly to people."

"Being real with the disadvantaged is hard because of my mistrust."

"I really know myself better."

"I have more faith in my ability to change people and things."

"I only know that I am a truly different person now than I was in June."

"I have learned to listen."

"I know myself and others better."

"I am more at ease with myself."

"I need to work on my attempts to control others."

"I will be better able to delegate responsibility."

"I will give less attention to crisis counseling and more emphasis on counseling as a positive force."

"I need to learn to share myself with others."

"It helps me in forming basic philosophy in which to work."

"I will be able to reach out to other people more easily."

D. The enrollees discovered or freed several major ingredients within themselves necessary to enable them to work for change in their school environment. They learned that they can experience personal threat and anxiety and that they do not fall apart or die. They can now better tolerate hostility and aggression. They broke down their feelings of dependency upon authority and feel more comfortable in asserting themselves. They feel more comfortable in using themselves as resource persons with their colleagues. They have identified their own creative ideas and plans for change and have some degree of confidence that the ideas can be translated into effective action. They now see obstacles more in the line of challenges to be met rather than prohibitions which restrain them. They recognize that some of the obstacles which they identified in their own schools were projections from within themselves rather than actual realities in the environment.

E. Some of the myths and stereotypes in connection with disadvantaged youths and families were dispelled. Participants felt more confident in their ability to counsel with such youths and to work in ghetto areas. By exposure to large numbers of youngsters in counseling and Practicum supervision, the diversity of development, life styles, strengths and weaknesses among ghetto youths became apparent. The enrollees found themselves responding to people, not labels and prejudices. By working directly in community organizations and by visiting many other organizations serving ghetto areas, enrollees became acquainted with community characteristics and resources.

F. Enrollees were exposed to many counseling methodologies, particularly for group counseling. Virtually all enrollees plan to introduce group counseling

programs in their schools. Their repertoire now includes sensitivity, encounter, body awareness, nonverbal, gestalt, and existential techniques in addition to more classical approaches. Their willingness to introduce or increase group counseling shows their acceptance of the procedure, their belief in it's effectiveness, and their self-confidence in being able to do it. They directly experienced its effectiveness for themselves as group members in the institute and as counselors of groups with disadvantaged youth under supervision. Feedback from the cooperating agency directors and analysis of counseling tapes indicated the increased counseling effectiveness of the enrollees.

G. The enrollees engaged in the process of evaluating their own school programs for disadvantaged youth and those of the agencies visited and thereby learned appropriate evaluation techniques. They also prepared detailed plans for improving the services of their own institutions to disadvantaged youths to be implemented immediately upon their return home. Many of the ideas acquired during the institute session are included in the plans. It would seem that the enrollees do indeed hope to put what they learned to work in their own schools.

H. The staff members are already engaged in the process of adapting the institute model to the regular instructional programs, in the term following the institute. Virtually all the students in the regular counselor education program at Queens College now have the opportunity to participate in group experiences as part of their training in both beginning courses and counseling practica. Beginning students in the fall term, 1969 are placed in schools and agencies for mini-internship experiences and service to the institutions. Some advanced counseling students have been placed in community agencies and schools

for supervised individual and group counseling experience. Some are leading groups of beginning students. There is increased use of videotaping as a supervisory procedure. Plans for next year include interdisciplinary team teaching.

2. Future plans of enrollees.

Each person submitted a detailed evaluation and plan for improvement of his institution's programs for the disadvantaged. Some of the ideas to be implemented in the schools described in these plans are:

- A. Modification of the entire school environment to make it more relevant for the student.
- B. Creating a school or school system task force to meet crisis situations.
- C. Introduce a program designed to train and use parents as guidance group leaders with parents, and students as group leaders with students.
- D. Set up a mini-school within the regular school for special groups of children.
- E. Sensitivity training with staff and students.
- F. Enrichment of curriculum for able, but low achieving youth in place of less demanding courses.
- G. Involvement of many interdisciplinary agencies and organizations, and resources for the school and in the educational program.
- H. Introduce team teaching and team work in school personnel work.
- I. Small groups using paraprofessionals as co-leaders.
- J. In-service training of teachers for small group work.
- K. Mini-school workshops in the community.
- L. Placing greater emphasis on preplanning activities.
- M. Projects to develop staff cohesion, planning and coordination.
- N. More involvement of students in decision-making.
- O. More involvement with parents.
- P. Campaign to show the power structure of school and community that which is planned to help the disadvantaged will also be an asset for them.

- Q. Plans to agitate for change where resistance is encountered.
- R. Tutoring programs for disadvantaged youth.
- S. Set up periodic meetings with community leaders.
- T. Set up a school task force to work with the community.
- U. Orientation program for new teachers.
- V. Set up a continuing evaluation of projects and procedures.
- W. Inservice-training program for counselors and the school system.
- X. Use of a case conference approach.
- Y. Establish a motivational training course based upon responsibility for self.
- Z. Set up a cooperative program between school and industry for the non-college bound.
- aa. A student career seminar for college freshmen.

3. Most Significant Influences Rated by Enrollees.

In the judgement of the participants the most significant aspects and the expected influence of the program on their roles in the future are:

- A. Work with community.
- B. Relevancy of entire program.
- C. Positive approach to those in power.
- D. Use of self more effectively.
- E. Black is beautiful.
- F. Value of the small group to reach more people.
- G. Use of paraprofessionals.
- H. Better ways to handle conflict situations and staff relationships.
- I. Use of non-verbal techniques in counseling.
- J. Identification of disadvantaged and ways to help.
- K. Sometimes need to limit self in things one attempts to do at a given time. Presently spread too thin to be properly effective.

- L. Need for revisions in own programs and the directions revisions should take.
- M. Importance of getting feedback from others.
- N. The need to express own feelings freely in a free climate.
- O. Involve self more personally in professional activities.
- P. Value of sensitivity sessions to improve staff functioning and staff and community relations.
- Q. Better understanding of self.
- R. More courage to work for the things I want to accomplish.
- S. More comfortable working with disadvantaged youth.
- T. The need to do things for oneself as well as helping others.

4. Major strengths of the Institute.

- A. Pre-planning meetings and interpersonal contact of staff prior to session which created a team of people who knew exactly what they were doing.
- B. Multi-disciplinary and multi-school level approach which gave many perspectives and dimensions to the program.
- C. Acceptance, respect, liking among staff and enrollees and their personal as well as professional involvement.
- D. A two-day encounter marathon session off campus during the first week and continuing encounter sessions throughout the institute built group cohesion, depth of involvement for each person and much change in individual behavior. Going away and experiencing so intensely together helped us become a group by the third day of the program. Bringing in outside leaders for the encounter marathon enabled institute staff to participate as regular

group members. Barriers between students and staff were removed and open communication and sharing of ideas free of threat were greatly encouraged by the encounter experience. Personal commitment to the program and willingness to work hard were increased by the marathon experience.

E. An honest relationship between staff and students which permitted free interchange and a great deal of constructive criticism leading to considerable individual growth and behavior change.

F. Social and informal activities cemented relationships and provided many additional opportunities for exchange of ideas.

G. The co-leader group counseling practicum experience increased feedback and demonstrated new possibilities for professionals to work together more effectively with youths.

H. Video and audio tapes were used to view and analyse behavior and encourage change in counseling procedures. A personal relationship and sensitivity model of supervision buttressed by the use of tape recording procedures made the practicum experience the highest rated component of the entire program.

I. The institute itself was an excellent teaching-learning model.

J. A wide selection of pertinent books and materials were available in the institute suite for immediate reference and borrowing. Participants also were encouraged to bring and exchange materials from their own schools.

K. Quality of experienced staff and their personalities constituted perhaps the single most important strength of the program.

L. Such consultants as Charles King, Mrs. Bertsch, Victor Soloman, and Joseph Wolpe opened new horizons for all of us.

M. Staff demonstrations of many styles and techniques of group leadership added to the counseling repertoire and showed many other possibilities for group work in addition to counseling.

N. All techniques and strategies discussed were performed with the enrollees and experienced by them, not merely talked about.

O. Counseling with neighborhood Youth Corps youths gave the enrollees experience in working with funded projects and youths in community agencies. They learned some of the problems and skills involved in engaging in such joint efforts between schools and agencies and saw the youths in a somewhat different perspective than they were accustomed to in the schools.

Q. The requirement of evaluating present services for the disadvantaged in their own schools and formulation of concrete plans for improvement and additional services was a bridge between the institute and their regular jobs. It provided for the use of skills and ideas learned and was a means for crystallizing, synthesizing, and integrating those ideas for each individual.

R. Pre-institute assignments sent to all those selected provided a core of common background information to build upon when the group convened and suggested immediate ways as to how the institute program could help them in their own schools and communities.

S. Reports were submitted on each counselee to his regular school counselor

at the conclusion of the institute to provide for continuity of services to the youths after the institute terminated. Similar reports were submitted to those agencies which requested them.

T. The cooperation developed between the institute program, college departments, and community agencies enriched the program.

U. The multi-disciplinary staff members team-teaching together complemented each other and enriched each presentation.

5. Weaknesses

A. Difficulty in orienting agency staff members and institute enrollees due to large funding of agency programs this year reduced the effectiveness of the consultant role our enrollees were intended to assume in the agencies.

B. Even though practicum was the highest rated component, more time was needed for this activity.

C. The counselees were disadvantaged youth by federal guideline definitions, but we did not obtain those youngsters who may have been less amenable to counseling whom we had hoped to recruit for this program.

D. The teaching-learning model developed still needs to be strengthened in the area of integrating affective and cognitive experiences. We also need to do more labelling of methods and strategies demonstrated to help crystallize and fix them symbolically in the minds of enrollees so they can be dealt with conceptually as well as practically.

There were relatively few important weaknesses due to the lessons learned in previous institutes and refinement of the entire process.

6. Innovations

- A. A two-day overnight off-campus marathon encounter session was held the second and third days of the Institute. Expert outside leaders were brought in to run the sessions so that staff and enrollees could participate together.
- B. Weekly encounter and sensitivity sessions were continued through the entire program.
- C. The entire institute program was presented as a demonstration of a new teaching-learning model based upon relationship techniques.
- D. A new supervisory model was introduced based upon personal relationship, sensitivity techniques, co-counseling in groups to increase feedback, and use of audio and video tape playbacks.
- E. The entire process of co-counseling was introduced as a methodology for improving effectiveness in relating to youths who are resistant to counseling and to teach counselors from different disciplines (guidance, psychology, and social work) how to work together.
- F. Non-verbal methods were introduced as a means for working with disadvantaged youths some of whom prefer to express their feelings non-verbally.
- G. The process of working in both liaison and consultant capacities with community agencies was initiated.
- H. Instruction was provided efficiently in a single program to enrollees representing four different major disciplines and four different school levels

for continued work in those disciplines and levels, and improvement of integrated activities among them.

I. Playback of previous videotape session material was experimented with- in a preliminary way, used as feedback and as a catalytic device in subsequent sessions with the same groups of counselees. It looks promising.

J. Preliminary experimentation was conducted in the effects of changing group leaders and group members periodically in order to see if this would be a more dynamic way of eliciting more rapid behavior change in participants because different persons in combination bring out different things in each member. It looks promising.

K. Most methods and strategies were taught by employing them with the enrollees who were then given the opportunity in turn to use them as counselors. For example, they actually participated as counselees in groups using non-verbal counseling methods. They learned what the methods feel like as well as how to do them.

L. Informality and flexibility were deliberately used to keep channels of communication and scheduling open and to permit constant change of planned activities to keep what we were doing relevant to the needs of the group.

M. The concept of providing services to the community as part of college training programs was implemented through the field work assignments.

N. A sense of collegueship was established among enrollees and staff so that each person felt that he had valued contributions to make.

7. Recommendations:

- A. Eliminate special interest groups and increase time spent on practicum for a short session program.
- B. More time for practicum supervision.
- C. Have counselees evaluate their counselors.
- D. Conduct a mid-semester staff meeting to tune in on and evaluate each enrollee.
- E. Better orientation to agencies.
- F. Add a reading seminar.
- G. Be sure each consultant is dynamic as well as knowledgeable.
- H. Employ ghetto residents to instruct trainees in life of the ghetto.
- I. For the selection process, arrange to interview most likely candidates.
- J. Use videotapes of a previous session as the subject of a future session.
- K. Videotape agency staff meetings and play back for improvement of staff functioning in the community.
- L. Create educational task forces composed of experienced enrollees and college staff to intervene in schools and agencies in trouble as both a learning and service experience.
- M. Send out pre-institute materials earlier and require things back in writing before we start.
- N. In a short session with experienced personnel, devise better ways of obtaining disadvantaged youth in need of counseling who are not likely to volunteer for counseling or other projects.
- O. Adapt the training model developed, to the training of beginning counselors as a full-time program and as a program for part-time Masters Degree students.

P. Consider a two stage training model: one to prepare an information-research-advisor type of specialist, and one to prepare a counselor, interpersonal behavior, learning environment type of specialist.

Q. Consider a counselor trained to work part of his time in one institution, and part of his time in a feeder institution (such as a high school and community college) to improve articulation for the students as they move ahead and help to integrate them into the new institution. Also, provide continuity of any special treatment or services needed by the youngster. This may be particularly important as the City University of New York moves to an open enrollment policy.

R. A follow-up workshop should be held to improve evaluation, reinforce learnings and skills, give assistance in implementation of ideas and plans, present new pertinent information, and give moral support to those working to implement their ideas in institutions where they are innovative.

S. Funds should be provided for institute staff members to exchange ideas by attending meetings and conventions where other institute staff members and other pertinent professionals are in attendance. The need is to exchange ideas personally rather than for formal meetings. (We have done independent research on this to back up the recommendation). The initial spread of effect and impact of ideas we think will be greater than when provided through written media, which need also to be provided for follow through.

T. A low staff to enrollee ratio of 1 to 6 is needed to carry out an effective relationship training model program.

8. Summary:

The institute was designed to improve the ability of its participants to serve disadvantaged youth in urban schools. The evaluation material gathered so far indicates that the program was highly successful. A further follow-up in December will provide additional information on the continuing effectiveness of the program in terms of longer term outcomes.

The staff feels that a new counselor training model has been developed and refined during the past two years. The next step is to redesign our regular Masters training programs in stages in order to make the new model available to all students being trained as pupil personnel specialists. Another step would be to link up the training of counselors with that of other educators and to adapt the model to teacher-education programs in general. Action on all of these steps is already under way.

TABULATION OF ENROLLEE EVALUATIONS

All categories were rated below in terms of what each enrollee thought he learned as a result of the experience.

Key to Ratings: 5 = Excellent
4 = Good
3 = Fair
2 = Poor
1 = Worthless
0 = Didn't Experience

		<u>Total Responses</u>					
		5	4	3	2	1	0
A. <u>Fellow Enrollees:</u>							
Desirability of people	16	6					
Sharing of information & experience	15	6	1				
Participation in group activities	14	6	2				
Value as professional contacts	12	6	3	1			
Overall rating for Enrollees		13	7	2			
B. <u>Staff:</u>							
Expertise and professional competence	16	6					
Accessibility to enrollees	18	2	2				
Participation in team effort & seminar	15	7	1				
Small Group leadership	17	3	2				
Clarity of ideas expressed	11	9	1				
Personal influences	14	8					
Supervision of counseling	10	8	2	1			
Overall rating for Staff		16	5	1			

CGO05098

Total Responses

C. Consultants and invited lecturer programs:

Bertch and Lincoln on College Admissions
for the Disadvantaged

Joseph Wolpe on Behavioral Counseling

Charles King on Family Group Counseling

Overall Rating On Invited Guests

5	4	3	2	1	0
	8	7	3	1	2
3	11	7			
20	1				
4	14	3			

D. Materials:

Distributed by staff

Provided by fellow enrollees

Provided by consultants

Books made available

Extent of your readings

Quality of your readings

Overall Rating

10	9	3			
3	11	7	1		
4	6	8	2	1	1
17	3	1	1		
5	7	8	2		
8	12	2			
5	14	2			

E. Field Trip to Harlem:

Victor Solomon and CORE

Mrs. Kirk at Union Settlement

Overall Rating

10	6	5			
2	2	8	5	4	
2	12	5	2		

		<u>Total Responses</u>					
		5	4	3	2	1	0
F. <u>Practicum:</u>							
Learnings about self	13	9					
Learnings about counseling methods	8	10	3	1			
Improvement of counseling skill	8	9	4	1			
Better understanding of disadvantaged youth	9	8	4		1		
Feelings of openness to try new procedures	15	7					
Ability to overcome own prejudices and feelings of hostility	9	11	2				
Increase of self-confidence in working with black youth	16	4	1		1		
Quality of supervision	11	9	1				
Use of videotapes	11	5	5				
Use of audiotapes	7	7	5	2	1		
Value of working with youths in out-of-school setting	12	5	2	2			
Counseling with individuals	3	7	1	1	1		6
Counseling with groups	10	8	2	1			1

Overall Rating	12	10					
G. <u>Didactic Class Sessions and Seminars:</u>							
July 9 - Characteristics of Disadvantaged Communities	13	6	2				
July 10- Establishing Inter-Racial Relationships	9	6	4	2			
July 31- Discussion of King & analysis of own Community	12	7	1	1			
Aug. 7 - Discussion of our plans of operation	5	10	5				
Aug. 8 -Synthesis session*							

Overall Rating	8	11	2				

*No response on this item - evaluation was done on August 7th.

Total Responses

H. Encounter Group Experiences:

Wainwright House

At College

Non-Verbal Experiences

Excercises

Small Group

Large Group

Change Groups and Leaders

Overall Rating

	5	4	3	2	1	0
15	3	1				
8	10	1	1			
6	9	4			1	
6	9	4	2			
14	5	1				
9	7	3	1			
14	3	1	2			
10	9	1				

I. Field Work Conducted By Individuals
On Own Initiative Other Than Counseling:

Knowledge of Community agencies

Knowledge of Poverty Programs

Contact with Families

Overall Rating

4	7	4		1	5
5	8	2			6
1		3	3		14
4	5	6		1	5

Each of the 12 items below was rated in terms of helpfulness for each enrollee.

Mean Ratings of responses are given.

	Evaluation of own job	Program plans for the future	New Ideas	New Methods	New Understanding about Others	Insights about Self	Change in Self	Ability to Consult with Colleagues	Increased Self-Confidence	Overall Quality of Experiences
I T E M S	M	E	A	N		R	A	T	I	N G S
1. Contacts with enrollees	4.5	4.5	4.5	4	4.8	4.8	4.5	4.8	4.8	4.5
2. Contacts with staff	4.8	4.8	4.8	4.8	4.8	4.8	4.5	4.8	4.8	4.8
3. Special Interest groups	3.8	4	4.5	4	4.5	4	3.8	4.5	4	4.5
4. Demonstrations	4.8	4.5	4.5	4.5	4.5	4	3.8	4	4	4.5
5. Class discussions	4.8	4.8	4.8	4.5	4.8	4.8	4.8	4.5	4.5	4.8
6. Readings	4	4	4.5	4	3.8	3.8	3.8	3.8	3.8	3.8
7. Materials distributed	4.5	4	4.5	4	4	3.8	3.8	3.8	3.8	4
8. Practicum sessions	4.8	4.8	4.8	4.8	4.8	5	4.8	5	5	4.8
9. Encounter groups	4.5	4.5	4.5	4.8	5	4.8	4.5	4.8	4.8	4.8
10. Actual counseling with youths	4.5	4.5	4.5	4.5	5	4.8	4.5	4.8	4.5	4.8
11. Field work other than counseling	4.5	4.5	4.8	4.8	4.5	4.5	4	4.5	4.5	4.5
12. Informal & social occasions	4.5	4.5	4.5	4	4.8	4.8	4	4.8	4.8	4.8

K. Rating of Institute objectives listed in brochure. The degree to which each of the follow^{ing} objectives listed in the Institute brochure have been achieved are rated.

		<u>Total Responses</u>					
		<u>5</u>	<u>4</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u> <u>0</u>
To improve understanding of the disadvantageded community and its resources	11		8		3		
To examine the diversity among disadvantaged youth	9		8		6		
To develop principles and strategies for counseling with disadvantaged youth individually and in groups and to refine counseling skills	14		6		1	1	
To appraise one's own personality and attitudes	17		6				
To develop methods for evaluating and improving the results of your own job.	12		9		1		